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ABSTRACT

The paper discusses the Global Awareness Test administered to 6,396 grade 9 students in New Brunswick, Canada at the beginning and end of the 1987 school year. The test was designed to better assess the impact of the grade 9 social studies program and the activities of New Brunswick's Global Education Centre. By comparing the results of the pre- and post-tests, changes in student attitudes and knowledge were observed. The first part of the test required students to identify the location of various countries included on a world map. The second part of the test measured student awareness of Canadian geography, economics, and politics. Part three of the test assessed student knowledge of the world generally, borrowing heavily from a U.S. study by Pike, Lewis, et al. Part four examined student knowledge about specific countries or cultural regions. These regions (China, the Middle East, Japan, India, Africa, Western Europe, and Latin America) were chosen because teachers selected five of them for inclusion in their course of study. The final portion of the test measured student attitudes toward several global issues. Attitudinal changes over the year were those generally sought by global education proponents. The study compared the results of Canadian students to those of eighth grade U.S. students as reported by Pike, Lewis, et al. A copy of the test with student answers as percentages, allowing quick comparison between the pre- and post-tests, is included. (GEA)

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GLOBAL AWARENESS TEST

BY

James Petrie

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GLOBAL AWARENESS TEST

In order to better assess the impact of the grade 9 social studies program and the activities of the Global Education Centre, a number of test items were developed to measure both the global awareness and concern of our students. This test was first administered at the beginning of the 1987 school year to all grade 9 students in the province. A total of 6396 students (distributed among the 28 school districts which make up the province) participated. The test was translated into French for the benefit of those students who are enrolled in the French Immersion programs offered in many schools. The same test was administered at the conclusion of the school year to 3528 students spread throughout the various school districts. Although not all students participated in the post-test the numbers are sufficient to claim a representative sample.

By comparing the results gained from the pre and post-test it is possible to gain some appreciation of changes in student knowledge and attitudes, and by inference some measurement of the impact of the grade 9 program and the work of the Centre.

In analyzing the test it is important to note that the year 9 program involved the study of a number of cultural regions. Teachers were asked to select five regions for study from a list which included Africa, Western Europe, Latin America, China, India, Japan and the Middle East. However, because of time restraints and the difficulties associated with the first year of

the program, five units proved to be excessive. Information gained by a questionnaire completed by 100 of 250 teachers indicated that only 7 of the 100 teachers completed 4 units, 53 teachers managed 3 units and 7 teachers completed only 2 units. Of the Regions studied during the school year the four most popular choices among the 100 teachers who completed the questionnaire were Africa (78 teachers), China (66), Middle East (59), and Japan (55). Less popular were Latin America which 31 teachers indicated they taught and Western Europe and India which 27 teachers included in their course of study.

The first part of the test (questions 1-6) requires students to identify the location of various countries included on a world map. The double asterisk indicates the correct response,while student responses to each option are given in percentages for both pre and post-test.

Although gains were made in each of the questions the most impressive gains were made in identifying Egypt (11.5% increase) and Brazil (8.1% increase). This is noteworthy since students had experienced the most difficulty in identifying these nations in the pre-test. Gains in the recognition of Egypt are to be expected as a result of the study of the Middle East and Africa, although the African study was largely directed at the area south of the Sahara. Gains in the recognition of China (+6), India (+6.5) and France (+3.5) were not as impressive but it should be

noted that each of these were already identified by a high percentage of students in the pre-test. These results compare favourably to a study done in the United States by Pike, Lewis et al with grade 8 students. Pike found that 59% were able to identify France, 66% recognized China and 47% correctly located Egypt.

Part of the difficulty students encounter in identifying countries on a world map may be the result of the use of regional maps in the classroom. For example, reference may be made to Egypt using a map of the Middle East and the student may be able to identify Egypt in this context, but he or she may become somewhat confused when asked to identify the same nation on a world map. This would suggest that teachers might be advised to make greater use of globes and world maps in the introductory study of a given region.

The second part of the test (questions 7-14) attempted to measure student awareness of Canada with items of a general nature related to our geography, our economy and our political system. The rationale for the inclusion of these items was to provide a baseline against which to measure the students' global awareness. We were anxious that any observations we might make about students global awareness could be measured against their knowledge of matters Canadian. Was there a significant difference between their knowledge of national and international

affairs and what changes occurred in both areas over the school year?

The results of these items indicate grade 9 New Brunswick students are generally informed about certain basic facts concerning Canada - about the geography of the country, the ethnic distribution of the population, how we are governed, who we trade with, et cetera. The biserial correlation indicates certain of the items (questions 10 + 11) did not discriminate very well; but the high percentage of correct responses in these instances are encouraging and compare favourably to findings by Pike in the American study. In the pre-test 67.1% of the students recognized parliament's role in making laws, compared to the 50.9% of grade 8 American students who identified Congress as the legislative body. In similar items dealing with the function of the Canadian Charter of Rights and the U. S. Bill of Rights 52.5% of grade 9 students answered correctly, as against 49% of grade 8 American students. Finally, 82% of grade 8 American students identified taxes as the main source of government monies compared to 80.8% of grade 9 New Brunswick students.

Since Canada was not the object of study in year 9, any gains made in this area would be attributable to either the current events classes which some social studies teachers include as part of their course or to the exposure students would receive outside the classroom. Generally, the gains were quite minimal,

ranging from 0% change in the correct response to the question dealing with the government's method of raising revenue to 5.6% improvement in recognizing Newfoundland as the most recent entry into Confederation. It is interesting to note, however, that an increased percentage of students view the Supreme Court as the makers of Canada's laws. This is perhaps due to the increased visibility of the judicial following the adoption of the Charter of Rights. A similar increase in the percentage of students who regard Japan as the main trading partner of Canada is probably due to the attention given to Japan's economic growth in the media, and in the study of the Japanese unit.

Part three of the test (items 15-22) includes questions designed to test students' knowledge of the world generally, and borrows heavily from the study done by Pike, Lewis et al.

If we compare the results of the pre-test with those scored by grade 8 American students we find that New Brunswick students scored slightly better than grade 8 American students on those items dealing with knowledge concerning the constituent elements of the world (84.4% of N. B. students answered correctly as against 79% of American students), the population of the world (30.4% and 23%), the universality of spoken language (40.5% and 27%), and success with sending rockets to the moon (90.5% and 88%); while U. S. students were better informed in naming Europe as the most densely populated of the continents (41% and 28.2%),

in identifying the decreasing death rate as the major contributor to the increase in the world's population (16% and 14.9%), and in recognizing France and England as members of the Common Market (22% and 11.2%). It should be noted that both groups showed considerable confusion with respect to these last two items.

The slight increase (3%) in the number of students who recognized the decline of the death rate as the major contributor of population growth may reflect our failure to challenge the popular assumption that over population is due exclusively to the failure of the Third World to control their family size. The actual decline (-3.9%) in the number of students able to recognize the high population density of Europe relative to Africa and Asia may indicate the student's inability to discriminate between total population and population density,coupled with an image of the "teeming masses" of Africa and Asia. Although the number of students who identified the world's population as 5 billion increased by 4% the continued strong attraction for the 10 billion figure suggests students have a natural tendency to opt for the larger number.

A number of other factors may also be responsible for the above results. The fact that only about 1/4 of the teachers chose to teach Western Europe while approximately 3/4 chose Africa might have contributed to the confusion over the relative population density of the two regions. Students would have

acquired a vague sense about Africa's population problems (and this would have been reinforced by the media) without acquiring the necessary balance which would have been gained by a study of Europe. Students failure to improve their understanding of the Common Market may also be related to lack of exposure to the European unit, and the extensive media coverage of the free trade discussions may explain the fact, considerable numbers associated Canada and the United States with the Common Market. Something of the same effect may be seen in question 18 where the number of students who regarded structured religion as a necessary ingredient of all cultures increased at the expense of those who originally had correctly regarded a spoken language as essential to culture. Because the influence of religion is an important consideration in the study of culture it receives significant attention in the year 9 program. By inference students might very well conclude that a structured religion is common to all cultures.

Finally, it should be pointed out that the year 9 program includes, in addition to the cultural regions,a summative unit intended to promote a greater global perspective. One of the topics treated in this unit deals with the larger issue of population and resources. Students who would have studied this unit would be expected to have a better understanding of those questions related to population. However, many teachers indicated in the teacher questionnaire that pressures of time

prevents them from doing this unit adequately. Thirty-six (36) of 100 teachers were unable to devote any time to the unit,while another 37 were limited to a single week. Adjustments in the time frames during this school year should improve this situation.

Questions 23-50 include items designed to test student knowledge about specific countries or cultural regions. These regions - China, the Middle East, Japan, India, Africa, Western Europe and Latin America - were chosen, as indicated, because the year 9 social studies curriculum instructs teachers to organize the year's study around five of these. Latin America is represented on the test by some 5 questions focusing on Brazil. Individual items for each cultural region are about equally distributed within the general categories of geography, politics, economics and religion, while no attempt is made to measure student knowledge in the area of the arts and humanities.

Since China was a popular choice with most teachers one should not be surprised by the evidence of gains in this area. While recognizing that three questions cannot adequately measure student knowledge of this region, the fact that 55.2% of the students still regard factory workers as the dominant group in the working population of China is a matter of concern, as is student ignorance about the variety of dialects spoken in China. An analysis of the validity of both these questions might

indicate, however, that part of the difficulty is with the questions rather than the students.

Thirty-one of the 100 teachers who completed the questionnaire indicated they had studied Latin America and although each of the items show gains, these are not dramatic. Students show some increase in their understanding of the Portuguese influence in Latin America, but considerable numbers still do not distinguish between the areas of Portuguese and Spanish control and fail to recognize the dominance of Catholicism in the region. Although the numbers are down it is still disconcerting that 34.5%link Hinduism with Brazil. It may be that students who have not studied Latin America perceive it as an exotic region and associate what they regard as an exotic religion with the area. Student geographic knowledge of Brazil is more encouraging as indicated by items 28, 29 and 30, which show percentage gains of 4.9, 3.3 and 3.6 respectively.

The heightened student awareness of the Middle East is encouraging. It is interesting to note the many teachers identified the Middle East unit as the one which gave them the greatest satisfaction and 70 of the 100 teachers who complected the questionnaire indicated they intend to teach the Middle East this school year. One should also note that those items in which the students made the greatest gains (13.4% gain in recognition

of OPEC and 34.7% gain in recognition of PLO) also were identified as discriminating quite well.

Student understanding of Japanese society also increase dramatically. Approximately 20% more students now recognize Japan as an archipelago and significantly increased numbers are sensitive to the role of males (+35.1%) and the elderly (+13.5%) in Japanese society. Japan ranked fourth in the choice of regions to study with 55 of 100 teachers opting to include it as part of the course. This suggests that those who did study Japan are having a dramatic effect in improving the provincial showing.

Although only 1/4 of the teachers elected to study India the increase in the number of correct responses is somewhat respectable. About 26% more students correctly identified Great Britain as having ruled India during the 19th and 20th century and an additional 14% linked Gandhi with the struggle for Indian independence. An additional 9% of students are aware of the dominant role of Hinduism in India but a significant percentage (22%) continue to believe Islam is numerically superior. Since both the Hindu and Islamic religions are likely studied as part of the Indian unit, Islam, however, is the most plausible error.

Africa was clearly the most popular unit of study with 3/4 of the teachers opting to include it in the course of study. Whether this fact or media exposure is responsible, there has

been a significant increase in student knowledge of Africa. An increased number of students are familiar with apartheid in South Africa (+19.3%), with the destructive effects of the droughts (+16,4%) and with the absence of tundra conditions in Africa (+11.2%). The increase in the percentage of students who realize most people in Africa make their living by raising crops and livestock was not as dramatic (+3.7%) but some satisfaction may be gained from the fact considerably fewer students regard hunting as the main occupation. And while there was an increase in the number of students who incorrectly assume that most Africans live in factories this too may be judged encouraging since it suggests the disappearance of the Tarzan image.

While student knowledge of Western Europe was perhaps initially respectable as indicated by the pre-test results the gains made during the year are not dramatic, ranging from 3.7% to 7.7%. This does not come as a great surprise, however, since Western Europe, like India, was studied by the fewest number of students.

In interpreting the significance of the post-test results a number of cautions are necessary. Since not all students studied the various cultural regions, it is difficult to determine to what extent lack of opportunity to learn and failure to learn coloured the results. Where gains are apparent one must be careful in ascribing these to classroom exposure as other factors

may have contributed to the growth in student knowledge. Again, although the biserial correlation would seem to indicate most test items are quite valid and although considerable effort was made to relate these to the course content, they may not be a fair measurement of the growth of student learning. To generalize about student knowledge of China, for example, based upon the three items included in the test is to invite ridicule. Finally, it should be noted that only about 1/2 of the student population wrote the post-tests.

Having noted these caveats one may nevertheless make certain observations. First, the post-tests show gains in all areas with significant gains established in student understanding of certain regions. The following data indicates the average percentage gain in each section of the test. This was arrived at by dividing the total gain by the number of items in that section.

World Map	+ 6
Knowledge of Canada	+ 2.45
Knowledge of World	+ 1
Knowledge of China	+ 5
Knowledge of Latin America/Brazil	+ 4
Knowledge of Middle East	+13.9
Knowledge of Japan	+20.1
Knowledge of India	+14.2
Knowledge of Africa	+12.7
Knowledge of Western Europe	+ 5.1

Teachers may take considerable satisfaction in these results as they clearly indicate their efforts in the classroom are having an impact.

The final portion of the test (questions 51 to 64) were intended to measure student attitudes to a number of global issues. Specific questions were designed to determine the students' attitude towards the distribution of the world's wealth, the degree to which the student equates progress with technology and the relative strength of the students' national and international perspective. A bi-polar scale, divided into 4 segments (strongly agree, agree, disagree, strongly disagree) was used and students were asked to choose from among the 4 options.

Questions 51, 52, 55, 57 and 63 focus on the student's position vis a vis the distribution of the world's wealth, while questions 58, 59, 61 and 64 attempt to measure the extent to which the student has adopted an international perspective. Questions 53, 54, 56, 60 and 62 identify the degree to which the student is committed to technology as a solution to the world's problems. Student responses to each of these questions are indicated in percentages.

Student response to those questions dealing with the distribution of the world's wealth were quite consistent in both

the pre and post-tests. Students began the year generally favoring a more equitable distribution of the world's wealth and this view was slightly strengthened by the end of the school year,although as question 57 indicates, student support for a more just economic order was stronger in the abstract than in its practical application.

Those questions which measured the student's national or international perspective indicate the students emerged from the year more international in their outlook. In reading the data analysis as reported on the test it is necessary to note that reverse weights were assigned to those questions which are nationalistic in their assertions. Question 58 is to be interpreted, therefore, to mean 26% of the students strongly disagree with the statement, 34% disagree, 25% strongly agree and 11% agree. Questions 59 and 61 are to be understood in a similar manner. Student faith in technology as a solution to the difficulties confronting the world was also not strong initially, and would seem to be further weakened by the study of the cultures of the world.

The attitudinal changes represented by the results of the test would appear to be those which are generally sought by proponents of global education and, therefore, should be satisfying to year 9 social studies teachers.

While acknowledging the limitations identified in this report, the overall results may be judged encouraging by teachers. The report also has a certain diagnostic value in that it suggests areas where teachers may wish to direct their attention in future years so as to further improve the knowledge and attitudes of their students.

Many thanks to all those teachers who participated in the study.

COVER PAGE

To the Student

Thank you for your cooperation in completing this test. Please be assured that the test is not to form any part of your evaluation, but is intended only to help better plan curriculum.

QUESTIONS 1-6 WORLD MAP

Study the map provided and answer the following questions by marking in the appropriate circle on the answer sheet. Begin at question #1 on answer sheet.

1. Which number is on Canada?

	(A)	1	7.1	7.1	
**	(B)	2	90.8	91.5	+.7*
	(C)	3	1.6	1.0	
	(D)	4	.5	.4	

2. Which number is on Brazil?

	(A)	2	.6	.7	
**	(B)	3	54.9	63.0	+8.1*
	(C)	4	29.7	25.7	
	(D)	5	1.9	10.6	

3. Which number is on France?

**	(A)	6	72.5	76.0	+3.5*
	(B)	7	7.7	8.7	
	(C)	8	13.3	11.1	
	(D)	9	6.1	4.2	

4. Which number is on China?

	(A)	8	4.7	2.7	
	(B)	9	6.6	6.8	
	(C)	10	13.8	10.7	
**	(D)	11	73.9	79.9	+6

5. Which number is on India?

	(A)	9	4.3	3.8	
	(B)	10	6.7	5.0	
	(C)	11	11.1	8.2	
**	(D)	12	76.5	83.0	+6.5

6. Which number is on Egypt?

	(A)	12	7.8	5.7	
	(B)	13	25.1	23.2	
**	(C)	14	49.3	60.8	+11.5
	(D)	15	17.0	10.3	

* Percentage Gain

20

21

QUESTIONS 7-14

The following questions test your knowledge of Canada. Please answer the following questions by marking in the appropriate circle on the answer sheet.

7. The Great Plains west of Manitoba differ from the rest of Canada in that they are:

(Post)	(Pre)		
(68.0)	** 65.6(A)	Flat, dry and relatively treeless.	+2.4
(9.6)	8.8(B)	Flat, tropical and covered with scrub pine	
(13.1)	14.1(C)	Hilly, dry and relatively treeless.	
(9.3)	11.3(D)	Thinly populated, dry and covered with oaks and pines.	

8. Who makes the laws of Canada:

(6.0)	8.6(A)	Political Parties	
(9.1)	11.3(B)	The Prime Minister	
(16.2)	12.7(C)	The Supreme Court	
(68.8)	** 67.1(D)	Parliament	+1.7

9. The Charter of Rights was added to the Constitution of Canada to do which of the following:

(12.1)	15.6(A)	Ensure that the power of the Federal Government would be balanced by that of the Provincial Governments.	
(17.1)	16.0(B)	Introduce the idea of majority control in the affairs of the Federal Government.	
(54.1)	** 52.5(C)	Protect various civil liberties for citizens.	+1.6
(16.7)	15.5(D)	Guarantee that smaller provinces would not be subject to threats of larger ones.	

10. How does the Canadian Government get most of its money?

(1.7)	2.1(A)	Interest from banks	
(3.2)	2.6(B)	Borrowing from other Countries	
(14.3)	14.1(C)	Selling to other Countries	
(80.8)	** 80.8(D)	Collecting taxes.	0

11. Canada's main trading partner is:

(4.1)	4.6(A)	Europe	
(80.5)	** 81.7(B)	United States	-1.2
(13.0)	10.7(C)	Japan	
(2.4)	.1(D)	Korea	

12. Which of the following reflects the approximate percentage of French and English in the Canadian population:

(55.)	** 51.4(A)	30% French - 60% English	+3.6
(5.4)	5.9(B)	60% French - 30% English	
(14.9)	19.7(C)	40% French - 40% English	
(24.6)	22.7(D)	20% French - 70% English	

(Post)		(Pre)		
			13. Which of the following provinces has the greatest population?	
(10.4)		8.8	(A) British Columbia	
(4.7)		4.3	(B) Alberta	
(19.5)		22.3	(C) Quebec	
(65.4)	**	64.4	(D) Ontario	+1
			14. The most recent province to enter the Canadian Confederation was:	
(77.)	**	71.4	(A) Newfoundland	+5.6
(12.4)		15.9	(B) North-West Territories	
(6.6)		7.8	(C) British Columbia	
(4.0)		4.8	(D) Alberta	

QUESTIONS 15-22

The following questions test your knowledge of the World. Please answer each question by marking in the appropriate circle on the answer sheet.

			15. Most of the surface of the World is made up of:	
(4.8)		4.6	(A) mountains	
(4.9)		6.0	(B) plains	
(3.9)		4.3	(C) lakes	
(86.5)	**	84.4	(D) oceans	+2.1
			16. About how many people live in the world today?	
(8.0)		10.8	(A) 600 million	
(20.4)		19.4	(B) 2.5 billion	
(34.4)	**	30.4	(C) 5 billion	+4
(37.3)		38.6	(D) 10 billion	
			17. Which of the following continents has the most people per square kilometer?	
(33.9)		27.2	(A) Africa	
(27.9)		27.8	(B) Asia	
(24.3)	**	28.2	(C) Europe	-3.9
(13.8)		16.5	(D) South America	
			18. Which of the following is shared by all known culture groups?	
(35.9)	**	40.5	(A) A structured spoken language	-4.6
(13.0)		13.5	(B) A written language	
(33.5)		26.0	(C) A structured religion	
(17.6)		19.7	(D) A prison system	

(Post) (Pre)

19. Which one of the following has been responsible for the great increase in the World's population over the last fifty years?:

(66.4) 63.1 (A) An increasing birth rate
(4.7) 6.1 (B) A decreasing number of natural disasters
(17.9) **14.9 (C) A decreasing death rate +3
(11.0) 15.1 (D) A decreasing number of wars

20. Most countries belong to the:

(12.2) 15.9 (A) United States
(61.4) **58.0 (B) United Nations
(3.1) 4.0 (C) United Fund
(23.3) 21.7 (D) United Kingdom

21. Which two countries have sent rockets to the moon?

(90.5) **90.5 (A) The United States and the Soviet Union 0
(5.1) 4.6 (B) The United States and China
(3.2) 3.2 (C) The Soviet Union and France
(1.2) 1.6 (D) China and France

22. Two members of the "Common Market" are:

(56.4) 61.4(A) Canada and the United States
(28.1) 23.9(B) Japan and China
(12.1) **11.2(C) England and France +.9
(3.3) 3.3(D) Syria and Egypt

QUESTIONS 23-50

The following questions test your knowledge of various countries in the World. Please complete by marking in the appropriate circle on the answer sheet.

23. Communication among the Chinese is made difficult primarily because:

(25.2) 24.1 (A) the one written language has many variations
(32.1) ** 29.1 (B) the most common spoken language has many dialects
(21.5) 23.5 (C) there are many different written languages in use
(21.1) 21.7 (D) the Chinese alphabet has never been made official

24. Most people in China work as:

(6.1) 8.1 (A) government workers
(55.2) 54.9 (B) factory workers
(35.2) ** 32.7 (C) farmers +2.5
(3.5) 3.5 (D) teachers

(Post)		(Pre)			
			25. The primary means of transportation within Chinese cities today is the:		
(17.2)		24.3	(A)	automobile	
(2.0)		3.0	(B)	horse	
(7.9)		9.1	(C)	bus	
(72.9)	**	63.3	(D)	bicycle	+9.6
			26. The largest religious group in Brazil is the:		
(14.8)		13.4	(A)	Protestant	
(34.5)		41.7	(B)	Hindu	
(22.6)		20.7	(C)	Mayan	
(28.2)	**	23.1	(D)	Catholic	+5.1
			27. Brazil's European population is composed largely of descendants of the:		
(35.9)		35.4	(A)	Spanish	
(43.8)	**	40.5	(B)	Portugese	+3.3
(11.4)		12.8	(C)	French	
(8.8)		10.9	(D)	English	
			28. Which of the following rivers flow through Brazil?		
(14.0)		11.5	(A)	Congo	
(46.6)	**	41.7	(B)	Amazon	+4.9
(14.7)		21.6	(C)	Nile	
(24.7)		25.0	(D)	Rio Grande	
			29. Which of the following cities is not located in Brazil?		
(43.5)	**	40.2	(A)	Havana	+3.3
(20.9)		22.4	(B)	Rio de Janeiro	
(14.7)		15.4	(C)	Brazilia	
(20.9)		21.8	(D)	Sao Paulo	
			30. Which of these agricultural products is Brazil most famous for?		
(5.8)		6.2	(A)	Corn	
(8.8)		10.3	(B)	Wheat	
(7.8)		9.1	(C)	Rice	
(77.6)	**	74.0	(D)	Coffee	+3.6
			31. The majority of people in the Middle East are members of which Religion?		
(14.9)		17.1	(A)	Judaism	
(24.9)		28.7	(B)	Christianity	
(54.6)	**	43.5	(C)	Moslem	+11.1
(5.6)		9.2	(D)	Shinto	

(Post)		(Pre)		
		32.	What do the cities of Alexandria, Beirut and Instanbul have in common?	
(26.3)	**	20.0	(A) They are all coastal cities	+6.3
(27.1)		24.3	(B) They are all national capitals	
(28.8)		26.7	(C) Their native populations all speak Arabic	
(17.8)		28.6	(D) They are all located in Africa	
		33.	The creation of OPEC has made us aware of how important the Middle East is:	
(12.1)		15.4	(A) as part of our defense against enemy attack	
(19.5)		21.4	(B) as a crucial trade route between East and West	
(55.9)	**	42.5	(C) in the production of the world's supply of oil	+13.4
(12.6)		18.6	(D) as a source of new technological developments	
		34.	The Palestine Liberation Organization (P. L. O.) exists because:	
(49.4)	**	15.7	(A) of the conflict between Arabs and Jews in the Middle East	+34.7
(19.1)		21.8	(B) of the need for greater co-operation in trade matters in the Middle East	
(21.1)		43.2	(C) of the need to promote greater democracy in the Middle East	
(10.5)		18.9	(D) of the need to guarantee safe travel for religious groups visiting the Middle East.	
		35.	Which of the following best describes Japan?	
(20.1)		27.9	(A) Japan consists of a single large island	
(52.2)	**	32.4	(B) Japan consists of a number of islands of various sizes	+19.8
(14.7)		22.2	(C) Japan is a peninsula extending from the Asian Continent	
(12.9)		17.2	(D) Japan is a separate continent from Asia	
		36.	The name given to the warrior class in medieval Japanese society was:	
(8.7)		12.5	(A) Kami	
(74.4)	**	62.5	(B) Samurai	+11.9
(7.4)		10.6	(C) the bon	
(9.5)		14.5	(D) Kana	
		37.	Elderly people in Japan most often:	
(6.3)		8.1	(A) live in retirement homes	
(8.3)		14.8	(B) live by themselves	
(8.0)		12.6	(C) are taken care of by the state	
(77.3)	**	63.8	(D) live with their children	+13.5
		38.	Most managerial jobs in Japanese industry today are held by:	
(4.9)		8.1	(A) the elderly	
(9.9)		14.9	(B) women	
(47.8)	**	12.7	(C) men	+35.1
(37.4)		63.8	(D) equal proportion of men and women	

(Post)		(Pre)			
		39. The most important mountain chain in the Indian subcontinent is:			
(15.2)		19.0	(A)	the Alps	
(54.7)	**	46.3	(B)	the Himalayas	+8.4
(12.6)		14.9	(C)	the Ghats	
(17.4)		19.5	(D)	the Andes	
		40. The largest single religion in India today is:			
(58.6)	**	49.8	(A)	Hinduism	+8.8
(12.4)		16.0	(B)	Christianity	
(22.0)		23.9	(C)	Islam	
(6.9)		9.9	(D)	Sikhism	
		41. India was ruled for much of the 19th and 20th century by:			
(14.8)		19.3	(A)	France	
(8.6)		10.1	(B)	United States	
(13.6)		23.0	(C)	China	
(63.0)	**	47.1	(D)	Britain	+25.9
		42. The person who led the struggle to free India from outside rule was:			
(72.1)	**	58.4	(A)	Gandhi	+13.7
(11.1)		15.6	(B)	Nehru	
(11.6)		17.4	(C)	Shastri	
(5.2)		8.2	(D)	Desai	
		43. Apartheid is the official government policy in:			
(7.4)		13.7	(A)	Liberia	
(63.3)	**	44.0	(B)	South Africa	+19.3
(15.3)		22.2	(C)	Kenya	
(14.0)		19.8	(D)	Nigeria	
		44. Each of the following vegetation zones is found in Africa <u>except</u>:			
(53.7)	**	42.5	(A)	tundra	+11.2
(18.3)		17.2	(B)	grasslands	
(17.2)		26.1	(C)	rain forest	
(10.9)		14.0	(D)	desert	
		45. Most people in Africa make a living today by:			
(9.2)		16.1	(A)	hunting wildlife	
(6.0)		5.8	(B)	fishing	
(66.5)	**	61.8	(C)	raising crops or livestock	+3.7
(18.3)		16.7	(D)	working in factories	

(Post)		(Pre)			
			46.	Which one of the following developments has recently had the most destructive effect on agriculture, livestock and people in Africa:	
(72.0)	**	55.6	(A)	droughts	+16.4
(8.9)		10.3	(B)	floods	
(7.7)		12.0	(C)	epidemics	
(11.4)		21.8	(D)	heat waves	
			47.	Which of the following countries is not considered part of Western Europe	
(10.5)		12.1	(A)	France	
(27.8)		29.6	(B)	Denmark	
(19.7)		19.7	(C)	Italy	
(42.)	**	38.3	(D)	Poland	+3.7
			48.	When writers speak of the Iron Curtain they are referring to:	
(6.7)		8.6	(A)	the Rhine River which runs North & South in Europe	
(21.1)		21.0	(B)	the Alps which separate Italy from the rest of Europe	
(62.8)	**	58.4	(C)	the division between Communist and non-Communist countries	+4.4
(9.4)		11.6	(D)	the division between agriculture and industry in Europe	
			49.	If I were born in Western Europe I would most likely be born into which of the following religious groups:	
(10.4)		11.4	(A)	Hindu	
(17.7)		20.0	(B)	Mozlem	
(60.8)	**	53.1	(C)	Christian	+7.7
(11.2)		15.1	(D)	Judaic	
			50.	Which of the following best describe Western Eruope's cultural situation.	
(52.1)	**	47.5	(A)	there are a variety of different cultures in Western Europe	+4.6
(15.5)		20.1	(B)	the people of Western Eruope share a single language and history	
(20.3)		20.3	(C)	the British language and culture dominate Western Europe	
(12.1)		11.6	(D)	American langauge and culture dominate Western Europe.	

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20	Wealth	9.90	10.27	9.52
16	Nation	7.60	7.90	7.31
16	Tech	8.39	8.55	8.23

QUESTIONS 51-64

The statements that follow are opinions about social issues. We are asking you to indicate how strongly you agree or disagree with each statement. There are no trick statements and there are no "right" or "wrong" answers. The only correct answer is the one that indicates your true opinion toward each statement. Ple thework quickly through the statements, recording your first reaction to each on answer sheet. Here is how you should record your answer.

Blacken 1 if you strongly agree with the statement.
Blacken 2 if you agree with the statement.
Blacken 3 if you disagree with the statement
Blacken 4 if you strongly disagree with the statement.

51.	Justice requires that the world's wealth and resources be distributed fairly among all the peoples of the world.	**27**	**44**	**21**	**8**
		29	42	22	7
52.	We have an obligation to share our country's wealth with the less fortunate people of the world.	**33**	**42**	**17**	**8**
		31	44	18	7
* 53.	The solution to the problems of the less wealthy nations of the world is for them to adopt more technology.	**13**	**41**	**35**	**11**
		10	33	43	14
* 54.	More advances in technology are our only hope for improving the quality of life.	**14**	**30**	**38**	**18**
		17	37	31	15
55.	The rich nations should share their wealth with the less fortunate people of the world.	**37**	**39**	**14**	**8**
		36	42	15	7
* 56.	All that is needed to solve many of our social and economic problems is more advances in technology.	**9**	**39**	**40**	**15**
		17	45	30	8
57.	Citizens of my country should be willing to live with fewer goods and products in the future.	**8**	**29**	**40**	**23**
		8	32	40	20
* 58.	My country should participate in organizations with other countries only if it has something to gain.	**13**	**25**	**37**	**24**
		26	34	25	11
* 59.	My country should pay attention only to our own problems and not concern itself with the affairs of other nations.	**10**	**17**	**34**	**37**
		36	37	18	9
* 60.	The development of new technology is the key to progress and thus worth any problems it might create.	**10**	**38**	**37**	**14**
		16	42	33	8
* 61.	My country should participate in international organizations like the United Nations only if they benefit our people.	**17**	**36**	**33**	**13**
		16	37	33	14
62.	We should work to develop new technology which is inexpensive and easy to understand.	**30**	**48**	**15**	**6**
		27	53	15	5

* REVERSED WEIGHTS

63. The rich nations have a duty to take whatever measures are necessary to raise the living standards of the less fortunate people of the world.

24	**40**	**24**	**11**
24	41	24	11

64. My country should join with others in developing programs to solve world-wide problems.

55	**29**	**8**	**7**
54	31	8	6